

Creating a Physically Active Classroom

Create a positive atmosphere that enhances the self-esteem for all students. Each student should feel respected and valued. We do not all move alike or at the same speed. Value each child based on individual abilities. Modify activities when needed.

1. Have a signal or sign that can refocus students quickly so that they can “freeze” and listen to you when you need to speak or end the activity.
2. Share appropriate personal information with your students. Students respond favorably to the instructor who shares personal anecdotes or participates with them actively.
3. Be Fair. Make certain each student understands the teacher’s expectations prior to the start of the activity.
4. Expect Success! Assume all students can, and want, to be active-including those with special needs.
5. Model enthusiasm for physical activity. Be aware that students (at first) may seem apathetic or silly. These are common expressions of being self conscious about trying something new in front of their peers. With practice, this discomfort can be minimized and students will be more relaxed and willing to participate.
6. Give instructions before and after arranging the room to get ready for participation. Remind students of the rules for the activity and the “freeze” signals.
7. Take time to make sure that objects are out of the way for safe movement.
8. Set a time limit for the activity before beginning movement. Be sure to share with students.
9. Compliment groups or individuals so that all groups or individuals feel as though their participation was valued.

Ideas for Signals:

1. “Give me a hand” - Tell the kids, “give me a hand” and students raise one hand in the air. “Give me a clap” and students clap. “Give me a stomp” and students stomp one foot. You can then ask any combination such as “Give me three claps and a stomp” and the attention is focused on you.
2. Have a “laughing scarf”. When the kids see the scarf - students may laugh. However, when you put it away, that means “silence” and all attention is on the teacher. This keeps students from laughing at others.
3. Have live music you can play and stop when you want students to freeze.
4. Begin to clap 3 times, and then repeat as often as needed to refocus students. You can also clap at different levels of loud to soft or change the tempo of the clap to gain their attention.
5. Put your hand in the air. Tell students that when our hands go up, our mouths go closed.

Resources for Teachers:

1. www.FitKidsNC.com Web site: A new resource-based website that will provide information and hands-on support materials for teachers, parents and community leaders.
2. Elementary and Middle School Energizers: www.ncpe4me.com

3. Classroom Management Techniques

- <http://www.theteachersguide.com/ClassManagement.htm>
- <http://www.teachervision.fen.com/>
- <http://drwilliampmartin.tripod.com/classm.html>

4. National Association of Sport and Physical Education (NASPE) Teacher Toolbox for teachers

5. www.pecentral.org

-From North Carolina Energizers <http://www.ncpe4me.com/energizers.html>

Instant Activities

Task Cards

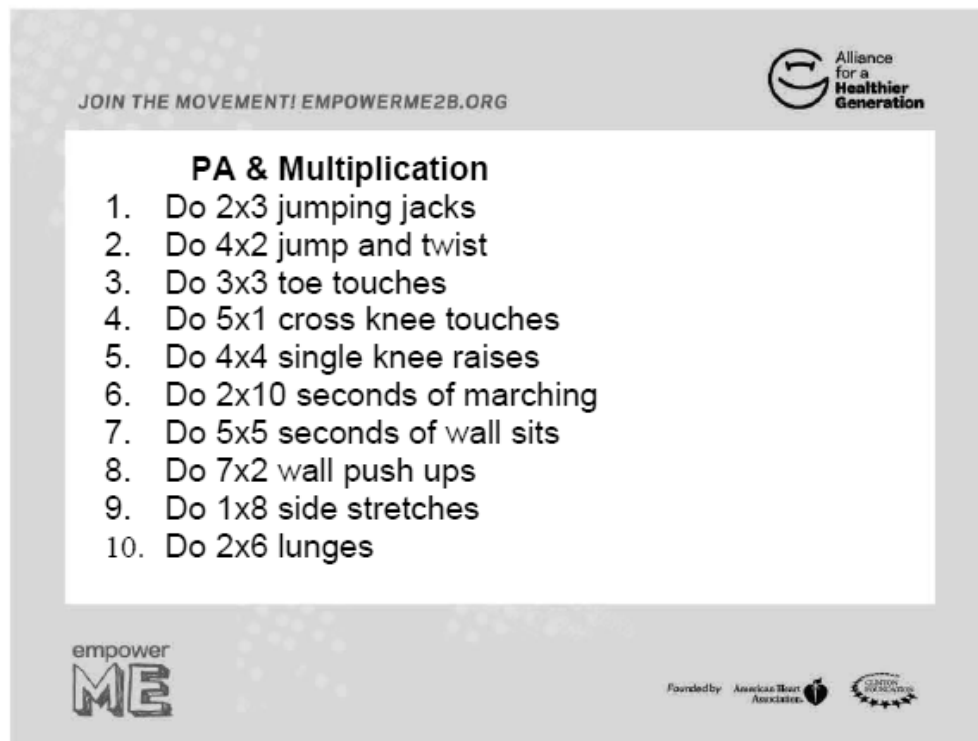
Pass out task cards to involve students in physical activity as they enter the gym. You can color code the cards, use stickers or numbers to use the cards to organize students into groups for the main part of the lesson.

Count Down

Scatter poly spots throughout area.

1. As students enter the gym, they jog and touch poly spots until they touch 10. After touching the 10th spot, they do 10 jumps.
2. Students then jog to touch 9 spots and then perform 9 jumps.
3. Students continue touching spots and performing jumps until they get to 1.

Other movements can be substituted for walking lunges. Students could perform hops, walking lunges, squats, seat walks, knee to chest curls, dips, etc.



<http://healthiergeneration.org/schools> - Search "Task Cards"

Who's the Boss

Grades 3-5

Equipment: Playing cards

Procedure:

1. Give each student one card from a deck of cards.
2. Have the students begin waling throughout the activity area.
3. Each time a student passes a classmate, they have to exchange cards. Continue this for about 30 seconds.
4. After 30 seconds, the teacher calls, "Who's the boss?"
5. The students quickly sort themselves into the four suits by going to designated gym corners. The student with the highest card leads the group in a fitness activity.
6. Vary locomotor skills and repeat several times.

Variation:

After the students are in their correct corners, the teacher asks for a certain fitness component. The "boss" must then lead his/her group related to that fitness component.

Closure:

Review the muscle groups that were impacted by the muscle movement.
What are the basic principles for improving muscular strength and endurance?

North Carolina Energizers ES

Frozen Vocabulary

Grade Level: 2-5
Equipment: None

Rules/Directions:

1. Begin by having students do an activity standing at their desks:
 - ✓ Jumping
 - ✓ Twisting
 - ✓ Jogging
 - ✓ Jumping jacks
 - ✓ Hopping
 - ✓ Knee lifts
 - ✓ Playing air guitar
2. Students continue activity for 30 seconds or until teacher calls out a vocabulary word at which point the students freeze.
3. Teacher calls on volunteer to use the vocabulary word properly in a sentence.
4. Resume activity or begin a new activity when a student uses the vocabulary word properly in a sentence.

Variations:

- ✓ Students can define vocabulary word.
- ✓ Students can spell the word.
- ✓ Students can name a synonym or antonym.

For math, students can give the sum, difference or quotient of 2 numbers.

European Vacation

Grade Level: 6th - 7th
Subject Area: Social Studies

Identify key physical characteristics such as landforms, water forms, and climate, and evaluate their influence on the development of cultures in selected (6th grade) South American and European, (7th grade)

- African, Asian and Australian regions.
 - Formation: Students in lines in desk rows
 - Equipment: None
 - Rules/Directions:
1. Teacher leads students through Europe on a vacation.
 2. Students mimic the actions at each stop on vacation for 10-15 seconds.
 - Play tennis at Wimbledon
 - Golf at St. Andrews
 - Swim the English Channel
 - Climb the Swiss Alps
 - Play soccer at Wembley Stadium
 - Walk the Great European Plain and help harvest the vegetables and crops
 - Help row an ancient trireme in the Mediterranean

Variation:

1. Can be done with any country or continent.

Stop and Solve

Grade Level: 7th – 8th

Subject Area: Math

Use and evaluate algebraic expressions, linear equations or inequalities to solve problems; 5.03 (8th grade) Solve problems using linear equations and inequalities; justify symbolically and graphically.

- Formation: Standing at desks with partners
- Equipment: Piece of paper and pencil for every two students

Rules/Directions:

1. Teacher calls out physical activity:

- Twisting
- Jogging
- Jumping Jacks
- Knee lifts
- Playing air guitar

2. Students begin activity and continue until the teacher writes an equation on the board and calls it out.

3. Students freeze and partners work together to try to solve the equation correctly on a piece of paper.

4. After 10 to 15 seconds, teacher calls out a new activity.

5. Continue until all equations are used.

6. As students cool down, teacher writes correct answers on the board and students check their work.

Variations:

1. Same physical activity, but students translate verbal expressions into algebraic expressions.
2. Use this activity to reinforce solving one-and-two step linear equations.

Charades Relay

Equipment: None

Set-Up:

- Divide group into 2 or more teams
- Have the group spread out so that they cannot overhear the surrounding teams

Before You Start:

- Review basics of charades. One person will act out a word or phrase without speaking while the team is trying to guess. Show an example

Instructions:

1. A charades race and the categories are Fast Food, Electrical Appliances, and Cartoon Heroes.
2. Teams compete against each other to trying to be the first to guess all items on the list.
3. To start ask one member from each team to come to you. Whisper the first word into their ear and return them to their group to being acting it out.
4. Once a member of the group guesses the word correctly, someone new runs to the instructor for the next word. No one can come up twice until everyone has acted out an item from the list.
5. The new member must tell the instructor the word they just guessed to receive the next word from the list.

6. The game is over once a team completes the entire list

Sample List:

- Superman, Incredible Hulk, Batman, Scooby Doo, Wonder Woman, Captain America
- Curly Fries, Milk Shake, McNuggets, Taco, Onion Rings, double cheeseburger
- Blender, Blow Dryer, Dishwasher, Ipod, Computer, vacuum

Grab Apple

Equipment:

1 bean bag/2 youth,
4 cones for boundaries, music/whistle

Instructions:

- Pairs sitting cross-legged on floor facing each other, hands on knees.
 - When pairs are ready, place bean bags between pairs.
 - Lead activity by giving group a task and playing music. When you stop the music, pairs try to Grab the Apple.
 - After several trials, lead variations.
1. The object of our game today is to “Grab the Apple”, your bean bag, before your partner. The music will play and when it stops, try to Grab the Apple before your partner. I'll give you different things to do while the music plays.
 2. First, hands on knees! When the music stops, Grab the Apple!
 3. Now I'll call a specific hand to Grab the Apple.
 4. Hands on shoulders! When music stops, Grab the Apple! (music off)
 5. Lay back, knees bent, like a “situp” position. Can you do a sit-up to the beat of the music? Grab the Apple!
 6. Can you lift a back leg to the beat of the music? Grab the Apple!
 7. Can you lift each hand to the beat of the music? Grab the Apple!
 8. Who can think of a good starting position? Grab the Apple!

Push Up Hockey










1. Try the Push-Up Hockey Game! While in pushup position, lift 1 hand at a time to the music.
2. On START cue, score a goal by sliding bean bag through the arms of your opponent.



SUM-THING TO BALANCE

The sum is the answer of an addition problem. Solve each addition problem below. The sum tells you how many times to perform the balancing task.

You Will Need — one beanbag

	Stork Stand Balance (one foot)	$12+11$ seconds
	Balance on one foot and one hand for	$8+5$ seconds
	Balance on both knees for	$8.1 + 5.9$ seconds
	Tripod Balance (three body parts)	$15+6$ seconds
	Balance a beanbag on your head for	$19+8$ seconds
	Balance a beanbag on your knee for	$6.4+3.6$ seconds
	Balance a beanbag on your elbow for	$19+8$ seconds
	Balance a beanbag on your foot for	$5.5+2.7$ seconds
	YOUR CHOICE.....	$17+12$ seconds
<p>WOW! You are <u>SUM</u>-thing (get it?) Check your pedometer (if you are wearing one). how many steps? Give this list back to your teacher and get a new Exercise Equation Task Sheet.</p>		

Fitness Breaks Toolkit

FITNESS BREAKS
TIP-OFF

1 1

hop on one leg

Take off on one foot and land on the same foot multiple times.



FITNESS BREAKS
PRE-GAME

3

knee raise

Stand tall, lift one knee up towards the chest and hold. Alternate knees.



www.healthiergeneration.org/uploadedFiles/For_Schools/09-877.pdf

Alliance's School Garden Toolkit

www.healthiergeneration.org/uploadedFiles/For_Schools/1_SnacksMeals/GardenTK.pdf



Paul Pierce Fast Breaks

www.youtube.com/user/HealthierGeneration